

The Commonwealth of Massachusetts

**STATE TEACHERS COLLEGE
AT
BOSTON**

BULLETIN

VOL. 25

No. 1



**CATALOGUE NUMBER
1953 - 1954**

**625 HUNTINGTON AVENUE
BOSTON 15, MASSACHUSETTS**

STATE TEACHERS COLLEGE AT BOSTON

625 HUNTINGTON AVENUE
BOSTON 15, MASSACHUSETTS



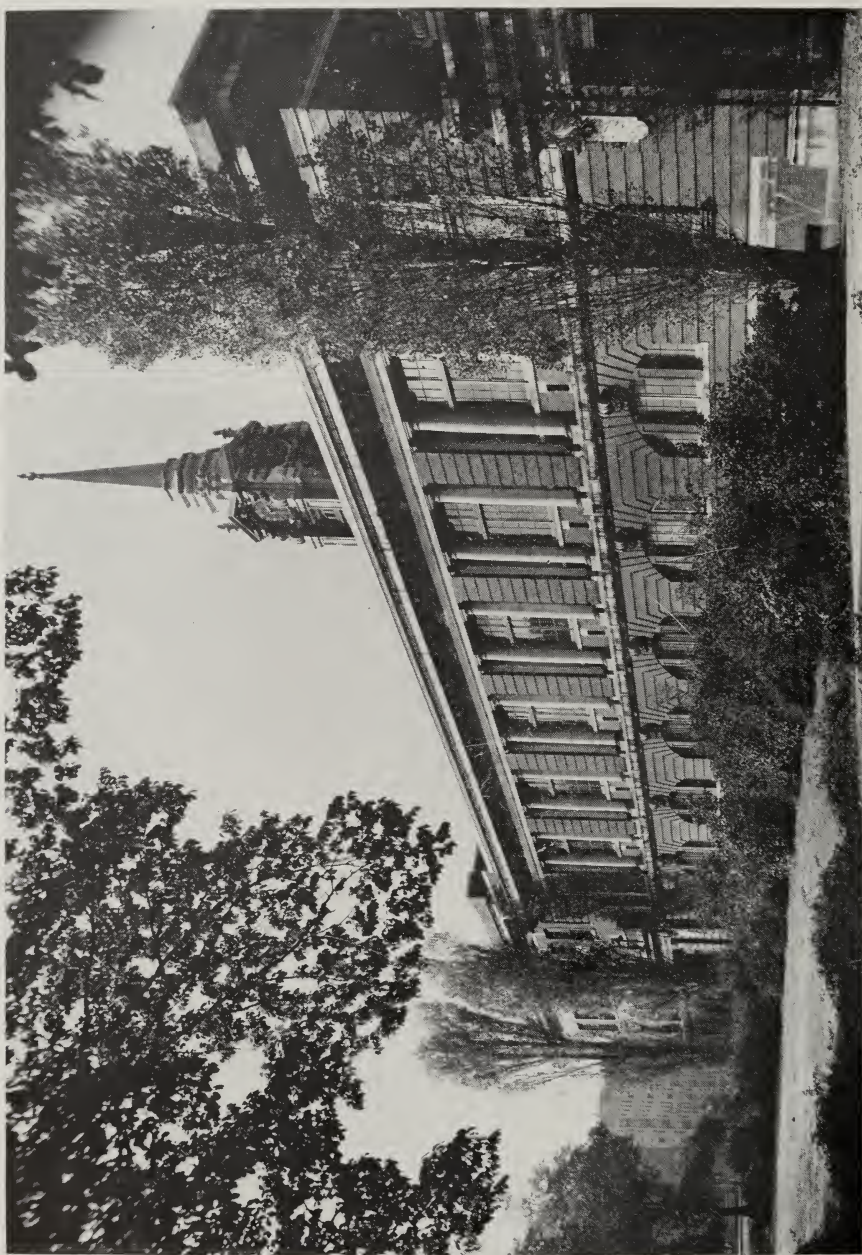
CATALOGUE
1953 - 1954

Member of
American Council on Education

Eastern States Association
of
Professional Schools for Education

New England Teacher Preparation Association

Accredited by
American Association of Colleges for
Teacher Education



STATE BOARD OF EDUCATION

DR. OWEN B. KIERNAN, *Chairman*

DR. LEO C. DONAHUE, *Vice Chairman*

DR. WILLIAM E. PARKS, *Secretary*

DR. ALEXANDER BRIN

MRS. JULIA M. FULLER

MR. G. JOHN GREGORY

RT. REV. MSGR. CORNELIUS T. H. SHERLOCK

MR. JOHN W. McDEVITT

MRS. ALICE M. LYONS

DR. JOHN J. DESMOND, JR., *Commissioner*

DR. PATRICK J. SULLIVAN, *Director*

TABLE OF CONTENTS

	PAGE
Calendar	5
Faculty	6
General Information	9
Requirements for Admission	13
Requirements for Promotion and Graduation	16
Outline of Curricula	17
Description of Courses	19
Fine Arts	19
Education	20
English	24
French	26
Spanish	27
Geography	29
Health Education	30
History	30
Mathematics	32
Music	33
Science	35

CALENDAR FOR 1953 - 1954

September 14, Monday	Registration
October 12, Monday	Columbus Day recess
November 11, Wednesday	Armistice Day recess
November 26, 27	Thanksgiving recess
December 21, 1953 — January 1, 1954	Christmas recess
January 13 — January 22	Mid-Year Examinations
January 22, Friday	End of First Semester
January 25, Monday	Beginning of Second Semester
February 22 — February 26	Winter recess
March 17, Wednesday	Evacuation Day recess
April 16 — April 23	Spring recess
May 24 — June 4	Final Examinations
May 31, Monday	Memorial Day
June 7, Monday	Commencement

STATE TEACHERS COLLEGE AT BOSTON

FACULTY

- WILLIAM F. LOONEY *President*
 A.B., Harvard University
 A.M., Boston College
 L.L.B., Northeastern University
 Ed.M., Boston Teachers College
 Ed.D., Suffolk University
- GEORGE F. AHERNE *Associate Professor of History*
 B.S. Ed. Bridgewater State Teachers College
 A.M., Columbia University
- KATHARINE E. BARR *Professor of Modern Languages*
 A.B., A.M., Radcliffe College
 Certificates: Universities of Paris, Madrid, Zaragoza
- ROBERT L. BERTOLLI *Associate Professor of Art*
 B.S. Ed., Massachusetts School of Art
 Ed.M., Boston Teachers College
- RUTH A. BULGER *Associate Professor of Kindergarten Education*
 B.S. Ed., Boston Teachers College
 Ed.M., Boston University
- FRANCES BURNE *Professor of English*
 A.B., A.M., Ph.D., Boston University
- JOHN E. COLLINS *Professor of English*
 A.B., Ph.D., Boston College
 A.M., Boston University
 Certificate: Oxford University
- MARGARET D. DELANEY *Instructor of Education*
 B.S., Ed.M., Boston University
- MARY C. DONAHUE *Associate Professor of Elementary Education*
 B.S. Ed., Ed.M., Boston University
- LULU A. DONOVAN *Associate Professor of Health Education*
 B.S., Ed.M., Boston College
- ALICE DRISCOLL *Associate Professor of Geography*
 A.B., Radcliffe College
 Ed.M., Harvard University
- THOMAS F. DUNGAN *Associate Professor of Elementary Education*
 Ed.B., Boston College
 Ed.M., Boston Teachers College
- BEATRICE P. EATON *Associate Professor of Mathematics*
 A.B., Emmanuel College
 Ed.M., Boston Teachers College
- MARIE I. FARRELL *Instructor of Physical Education*
 B.S. in P.E., Ed.M., Boston University
- ELOISE R. FITZGERALD *Associate Professor of Elementary Education*
 B.S. Ed., Ed.M., Boston Teachers College
- M. MARGARET GAFFEY *Associate Professor of English*
 A.B., Radcliffe College
 Ed.M., Harvard University

- EDITH M. GARTLAND *Professor of Modern Languages*
A.B., A.M., Radcliffe College
Certificates: Universities of Paris, Madrid
- F. WINIFRED GIVEN *Professor of History*
A.B., A.M., Boston University
- MARJORIE F. HOLT *Instructor of English*
B.S. Ed., Ed.M., Boston University
- MIRIAM KALLEN *Associate Professor of Elementary Education*
B.S. Ed., Ed.M., Boston Teachers College
Certificate: Binet Testing, Ohio State University
- MARY E. LYNCH *Professor of Biology*
B.S., M.A., Boston University
Ph.D., Boston College
- REGINA D. MADDEN *Professor of English*
B.S. Ed., A.M., Ph.D., Boston University
- WILLIAM H. MARNELL *Professor of English*
A.B., Boston College
A.M., Ph.D., Harvard University
- CLARE L. MARTELL *Associate Professor of English*
A.B., Emmanuel College
Ed.M., Boston Teachers College
A.M., Boston College
Certificates: Universities of London, Oxford
- FRANCIS W. MCCARTHY *Professor of Physics and Chemistry*
B.S., M.S., Boston College
Ed.D., Harvard University
- ELIZABETH A. O'BRIEN *Associate Professor of Music*
B.S. Ed., Ed.M., Boston Teachers College
Certificate: New England Conservatory of Music
- ELIZABETH A. O'DOHERTY *Associate Professor of Biology*
B.S. Ed., Ed.M., Boston Teachers College
- HUBERT J. POWDERLY *Associate Professor of Psychology*
A.B., Holy Cross College
A.M., Columbia University
- JOHN J. QUINN, JR. *Professor of Physics*
A.B., Boston College
M.S., Canisius College
- MARGARET G. QUIRK *Associate Professor of Mathematics*
A.B., A.M., Boston University
- M. HARVEY READ *Professor of Secondary Education*
A.B., University of Kansas
A.M., Columbia University
- HERBERT G. REGAN *Associate Professor of History*
A.B., Harvard University
A.M., Boston College
- JAMES D. RYAN *Professor of Mathematics*
A.B., A.M., Harvard University

MARGARET M. SALLAWAY	<i>Dean of Women</i>
A.B., Trinity College	
A.M., Boston College	
JAMES P. SULLIVAN	<i>Associate Professor of Physical Education</i>
B.S. Ed., Ed.M., Boston University	
CAROLINE J. TROMMER	<i>Associate Professor of Elementary Education</i>
A.A., Radcliffe College	
A.M., Boston University	
MILDRED W. WADSWORTH	<i>Assistant Professor, Librarian</i>
B.S., Simmons College	
SIGNE M. CARNEY	<i>Resident Nurse</i>
LILLIAN TAUB	<i>Chief Clerk</i>
B.S.Ed., Ed.M., Boston Teachers College	
ANITA Z. KAITZ	<i>Secretary to the President</i>
ALYCE A. CUDDY	<i>Bookkeeper</i>
MARY C. COSTELLO	<i>Clerk</i>
EILEEN M. MCINTYRE	<i>Clerk</i>
WILLIAM G. KNIGHT	<i>Engineer</i>
FRED H. HAMILTON	<i>Custodian</i>

GENERAL INFORMATION

LOCATION AND ENVIRONMENT

The State Teachers College at Boston is located on Huntington Avenue between Longwood Avenue and Evans Way in Boston's educational and cultural center. In the immediate vicinity are Simmons, Gordon, and Emmanuel Colleges, the Harvard Medical and Dental Schools, Wentworth Institute, and Northeastern University. The Boston Museum of Fine Arts and the Isabella Stewart Gardner Palace offer unusual cultural advantages both in their collections and through their fine concerts and lectures.

PURPOSES

The purposes of The State Teachers College at Boston are:

(1) to prepare undergraduates, candidates for the degree of Bachelor of Science in Education, for teaching in one of four fields: kindergarten, elementary school, special class, industrial arts; to furnish the students with a cultural as well as a technical background;

(2) to prepare graduate students for teaching in the elementary school and in the field of their major elective in the junior high school;

(3) to enable teachers in service, through extension courses, to qualify for either the Bachelor's or the Master's degree and to enrich their professional and cultural background.

HISTORY

The State Teachers College at Boston is an outgrowth of the Boston Normal School, which was founded in 1852. During its one hundred years of service it has given to the community many thousands of cultured and well trained classroom teachers. Always abreast of current trends in education, the institution became a teachers college in 1924. Beginning in 1930, students have been graduated from a four year course with the degree of Bachelor of Science in Education, and from a five year course with the degree of Master of Education. These students were prepared to teach in the kindergarten, elementary, junior and senior high schools. In 1940 the preparation of teachers for secondary school work was placed exclusively in the Graduate School to which graduates of other colleges are admitted as well as graduates of the Teachers College.

On September 1, 1952, the Teachers College of the City of Boston became by legislative act, the State Teachers College at Boston under the State Department of Education.

COLLEGE YEAR

The scholastic year is divided into two semesters. Examinations and tests are held at regular intervals throughout each semester. Midyear examinations follow the first semester. Final examinations follow the second semester. Because of the practice-teaching program, the college vocation schedule parallels that of the Boston Public School System. Grades in courses are issued quarterly.

TUITION

Tuition rates are set annually by the Board of Education. For the school year 1953-54 the charge is \$100.00 for residents of Massachusetts.

COURSES: (OR CURRICULA)

Two programs are offered leading to the degree of BACHELOR

OF SCIENCE IN EDUCATION:

1. Kindergarten-Primary
2. Elementary

CO-EDUCATION:

Men and women students may be accepted for all programs.

NATIONAL ACCREDITATION:

The State Teachers College at Boston is accredited by the American Association of Colleges for Teacher Education.

THE LABORATORY SCHOOL:

Of special interest to those preparing for teaching is the LABORATORY SCHOOL, located in the Martin and Farragut buildings. This school provides observation and participation teaching facilities.

In the Sophomore year the directed observation of the first semester is combined with limited practice teaching in the second semester. Analysis follows each demonstration and student-teaching lesson.

In the Junior year this work continues with a greater amount of student-teaching. This observation and participation program prepares the student for the supervised teaching schedule described below.

SUPERVISED TEACHING:

In the Senior year the students go out into the neighboring public school systems and spend a whole semester under the direction of selected class-room teachers. In this phase of the program they observe, teach, and carry on general school work.

In the Graduate School a similar program is in force providing the students with the level of classwork for which they are preparing.

SPECIAL EQUIPMENT:

Well equipped laboratories are provided for the study of Physics, Chemistry, Biology, and General Science. A greenhouse and model garden furnish an abundance of material for nature study. Special workrooms and clinics for the study of kindergarten methods and reading problems as well as attractive art and music studios have been set up in the main group of buildings.

PHYSICAL EDUCATION:

A well-rounded program of Physical Education is provided in each college year. Games and skills are stressed with the aim of keeping the students physically fit and providing them with techniques to be used later in school and playground work.

In the field of competitive athletics a full schedule of games with other colleges is provided for men students, and organized games are scheduled for women students on an informal basis. The college gymnasium is spacious and well equipped.

GRADUATE SCHOOL:

Qualified graduates of approved colleges may be admitted to the Graduate School. The degree, Master of Education, is conferred upon successful candidates at the June Commencement Exercises.

Qualified students may enroll in a program for either:

1. Elementary Education
2. Junior High School Education.

In the Junior High School program they must elect one of the following MAJOR FIELDS:

1. English
2. History
3. Foreign Language
4. Mathematics
5. Science

An eight weeks period of student teaching under the supervision of the faculty of the Teachers College provides a practical background for the courses in Educational Theory and Method. An original thesis on an approved subject in the major field is required. A grade of 80% or above in each course is mandatory for degree credit.

EXTENSION AND SUMMER SCHOOLS:

Teachers may take courses for degree credit or for professional and cultural advancement in the Extension and Summer School. These courses are given by members of the faculty of Teachers College and by specially qualified instructors.

LIBRARY:

The Teachers College Library serves the students by offering supplementary readings for research and regular course requirements.

The Reference Book collection began with the early acquisition from the Boston Normal School, which included the notable and valuable gifts from the Educational Library of John D. Philbrick in 1890. Since 1923 the selection and purchase of volumes together with gifts by many individuals have maintained the high standard of the Reference and Circulating collections.

The Library, organized on a college basis with more than 26,000 volumes, is available to all students.

SELF-GOVERNMENT ASSOCIATION

All members of the student body are members of the Self-Government Association, which has been organized to represent and further the students' interests; to encourage and promote high standards of integrity; to secure co-operation among student organizations; in general, to promote esprit de corps.

CLUBS

Art, Athletic Association, Drama, Le Cercle Francais, Literary, Music, Science, Welfare, Debating.

The several clubs, each with a faculty adviser, give the students an opportunity to combine work with play, to combine academic and civic interests with the social amenities, to become better acquainted with one another and with members of the faculty.

ATHLETICS

The two major sports at Teachers College are Basketball and Baseball.

The ALL COLLEGE DINNER — held near the beginning of the college year is the youngest of the Teachers College traditions and is a gala occasion. Good food, good fun, good fellowship, and a royal welcome to the Freshmen!

EDUCATION WEEK

Under the auspices of The Self-Government Association appropriate activities are conducted culminating in an evening program and reception for the parents.

CAP AND GOWN DAY

A dignified and beautiful ceremony is held in the courtyard. The College formally recognizes the Seniors.

CHRISTMAS OBSERVANCES

Although several clubs have their special way of celebrating the Christmas Season, the official observance is a beautiful manifestation of the Christmas spirit in the form of a religious play or pageant presented cooperatively by the Drama, Music, and Art Clubs. A social hour follows the serious program.

THE COLLEGE PLAY

Each year the Junior Class sponsors the College play. This generally takes place during Junior Week.

JUNIOR WEEK

In May the juniors ceremoniously plant a tree, indulge in a social whirl, and conclude their festivities by receiving their class rings and ordering their caps and gowns.

SENIOR WEEK

The exercises begin with the impressive Baccalaureate Ceremony and end with the dignified Commencement Exercises. In the interim, however, joy is unconfined. An outing, a theatre or Pops party, a formal dinner, at which the Year Books are distributed, and Class Day fill the last short days with merriment.

REQUIREMENTS FOR ADMISSION

1. **Application for Admission.** Every candidate for admission to a teachers college is required to fill out a blank entitled "APPLICATION FOR ADMISSION TO A STATE TEACHERS COLLEGE" and send it to the President of the Teachers College of his choice. This blank may be obtained at the high school or the teachers college and may be filed after January 1 of the year in which the candidate desires to enter. The blank should be filed not later than one week before the date set for the next scholastic aptitude test. Applications will be accepted later, but, in any of the Teachers Colleges where waiting lists are established, as explained in 7, candidates applying **after this date** will be placed on waiting lists following the next administration of the examinations.

2. **Blank to be Filed by The High School Principal.** The principal of the high school is expected to fill out a blank giving the "HIGH SCHOOL RECORD" for each year, and "RATINGS OF PERSONAL CHARACTERISTICS" and send it to the President of the Teachers College.

3. **General Qualifications.** Every candidate for admission as a regular student must meet the following requirements:

1. **Health.** The candidate must be in good physical condition and free from any disease, infirmity, or other defect which would render him unfit for public school teaching. A statement from the family physician and examination by the college physician are **required evidences** in this regard.
2. **High School Graduation.** The candidate must be a graduate of a standard four-year high school, or have equivalent preparation.
3. **Completion of Fifteen Units of High School Work.** The "HIGH SCHOOL RECORD" must show the completion of fifteen units accepted by the high school in fulfillment of graduation requirements or the candidate must present evidence of equivalent preparation.
 "A unit represents a year's study in any subject of a secondary school so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation."
4. **Personal Characteristics.** The "RATING OF PERSONAL CHARACTERISTICS" and the moral character of the candidate must, in the judgment of the President of the Teachers College, warrant the admission of the candidate.

4. **Scholarship Requirements for Admission by Certificate.** (For admission by Examination, see 5) Of the 15 units presented for admission 12 must be selected from Number 2 following and must include the 7 units listed in this paragraph as "Prescribed." The

additional 3 units required may consist of any work which the high school accepts in partial fulfillment of its graduation requirements, but not including Physical Education.

1. Prescribed (7 Units.)

English	3 units
American History and Civics	1 unit
Algebra	1 unit
Geometry	1 unit
Science	1 unit

2. Distribution of Units for Certified Applicants.

The units must be so distributed that the number offered in any field, including the prescribed units, shall not be more than the following: English, 3 units; Social Studies, 4 units; Science, 3 units; Foreign Language, 5 units; (no credit accepted for less than 2 units of any one language); Mathematics, 3 units; Business Subjects, 2 units; Fine and Practical Arts, 2 units, and Home Economics, 2 units.

3. Admission by Certificate.

The privilege of certification is extended to public and private schools and academies in the Commonwealth of Massachusetts. The Teachers Colleges will accept the certificating grade regularly established by the individual school for college entrance. Units of certification will be determined on the same basis as units of credit, subject to the restrictions of this bulletin.

The Department of Education reserves the right to withdraw the privilege of certification from any institution when its students fail to measure up to the standards required by the Department. The responsibility of the high school will continue through the freshman year in the Teachers Colleges.

(a.) Plan I.

Admission by certificate is granted to candidates who present work of certificating grade in 12 units as follows: Seven from the prescribed list and five others from the list given under 4, 2. The number of units offered is subject to the restriction of 4, 2. Personal interviews are required.

In the case of subjects which continue for two years, the grade for the last year must be a certificating grade in order that both units may be accepted for certification. If the subjects continue for three or four years, the grade for one other year, as well as the grade for the last year, must be a certificating grade in order that 3 or 4 units may be accepted for certification.

In the case of English, only 3 units will be accepted among the required 12 units. A fourth unit of English may be accepted as one of 3 additional units.

(b.) Plan II.

Students in the **upper** quarter of the high school or college preparatory class are eligible for admission without

examination, provided that they have completed fifteen units, and have received **passing** grades in the seven units listed as "Prescribed." Personal interviews are required.

5. Admission by Examination.— Plan III. Students who are not eligible for admission by certificate or by reason of upper quarter standing as described in the foregoing, but who possess a high school diploma or its equivalent, are recommended by the high school principal, and are interested in teaching, may be admitted to the Teachers Colleges on the successful completion of aptitude tests prescribed by the Department of Education. Personal interviews are required. If the result of the personal interview is favorable, the standing of the applicant will be determined by the **scholastic** and **personality** records and **examination** scores.

6. Waiting Lists. If the number of applicants for admission who have applied by the appointed date, is in excess of the number that the facilities of the Teachers College will accommodate, the scholastic records and the ratings of the personal characteristics of **a**ll applicants will be evaluated in accordance with the method stated below. Certified candidates, Plans I and II, will be admitted first and in that order, as determined by their **total scores**. Candidates for admission by examination will then be admitted in the order of their standings, as explained in V, above. Waiting lists will remain in force until after the succeeding examination when new waiting lists will be established. Vacancies occurring between examinations will be filled from the established list.

(a) Scholarship will be allowed a maximum of 75 points for 15 units of work.

(b) Personality will be allowed a maximum of 25 points.

As a basis of computing the total score from the scholastic record, as submitted by the high school principal, a mark of "A" will be allowed 5 points; "B" 4 points; "C" 3 points; "D" 2 points.

As a basis of computing the personality record which includes ten characteristics exclusive of health a mark of "Excellent" will be allowed 2½ points; "Good" 2 points; "Fair" 1½ points; "Poor" 1 point.

7. Place and Time of Examinations. Examinations may be taken in January, April and September at any State Teachers College. Candidates are reminded, however, that in a number of the Teachers Colleges the full complement of students may be admitted as a result of the **January** examinations and that the number admitted later may be limited to replacements for withdrawals. Students who wish to take examinations at a Teachers College other than the one for which they are applying should notify in advance the president of the college to which they are applying.

8. Admission as Advanced Students. Students who have attended or are graduates of normal schools or colleges may be admitted as regular or advanced students, under conditions approved by the Department.

REQUIREMENTS FOR PROMOTION AND GRADUATION

1. A system of quality points is in force in all of the State Teachers Colleges. Under this system, grades will be given the following values: A-4 to 5, B-3 to 3.9, C-2 to 2.9, D-1-1.9, E-0.

2. The number of quality points which a student receives in a course is determined by multiplying the total number of semester hours in the course by the corresponding number of quality points, e.g., a six-semester-hour course with a rating of "4" has a value of 24 quality points. The average is computed by dividing the total number of quality points by the total number of semester hours.

3. The average of the grades required for promotion or graduation is two. Students with an average of less than two must withdraw from college unless permission to repeat the year is given by the Director of the Teachers Colleges on the recommendation of the President for such reasons as illness, home difficulties, etc.

4. Incomplete grades must be made up within eight weeks after the opening of the following semester. (No course may be marked "incomplete" unless 80% of the work has been done at the time of discontinuance.)

5. The determination of quality points is made at the end of each college year and, excepting when the year is repeated, the number of points is not affected by grades in courses subsequently taken and passed.

6. "E" grades can never be removed, but the subjects in which they have been received must be repeated and passed, or, in the case of electives, other approved courses must be taken and passed either in approved summer sessions, or, when possible, during the regular college year. Continuing subjects, in which "E" grades have been received, must be successfully repeated before the student may take advanced work. Deficiencies incurred during the first three years must be removed by courses taken not later than the termination of the first semester of the senior year. Deficiencies incurred during the first semester of the senior year may be removed in the second semester.

7. The grade for a repeated or alternate course will be recorded in the college records as follows: "Repeated or alternate course passed at with a grade of"

(Name)

(College)

OUTLINE OF CURRICULA

Kindergarten-Primary Curriculum

First Year

<i>First Semester</i>	<i>Periods Per Week</i>	<i>Sem. Hrs.</i>	<i>Second Semester</i>	<i>Periods Per Week</i>	<i>Sem. Hrs.</i>
Ed101 Gen. Psychology	3	2½	Ed102 Educational Psychology	3	2½
E101 English Composition	3	2½	E102 English Composition	3	2½
E103 Voice-Diction	1	1	E104 Voice-Diction	1	1
HEd101 Health Ed.	3	2½	HEd102 Health Ed.	3	2½
H101 Foundations of American Civilization	3	3	H102 Foundations of American Civilization	3	3
PhEd101 Physical Ed.	2	½	PhEd102 Physical Ed.	2	½
Elective	3	3	Elective	3	3
	18	15		18	15

Second Year

<i>First Semester</i>	<i>Periods Per Week</i>	<i>Sem. Hrs.</i>	<i>Second Semester</i>	<i>Periods Per Week</i>	<i>Sem. Hrs.</i>
A201 Art Appreciation	2	1	A202 Art Appreciation	2	1
Ed201 Introd. to Education	3	2½	Ed202 Introd. to Education	3	2½
Ed205 Penmanship Methods	1	1	(or) Ed206 Penmanship Methods		
E201 Hist. of Eng. Lit.	3	3	E202 Hist. of Eng. Lit.	3	3
Ms201 Music Appreciation	2	1½	Ms202 Music Appreciation	2	1½
PhEd201 Physical Ed.	2	½	PhEd202 Physical Ed.	2	½
S201 Biology	4	3	S202 Biology	4	3
Elective	3	3	Elective	3	3
	20	15½		19	14½

Third Year

<i>First Semester</i>	<i>Periods Per Week</i>	<i>Sem. Hrs.</i>	<i>Second Semester</i>	<i>Periods Per Week</i>	<i>Sem. Hrs.</i>
A311 Drawing	2	1	A312 Drawing	2	1
Ed311 Kindergarten Principles	6	4	Ed310 Tests	2	2
Ms311 Kindergarten Music	3	2	Ed312 Kindergarten Principles	4	4
Ed313 Primary Education	3	2	Ed318 Kindergarten Handicraft	2	1
PhEd315 Physical Ed. Meth.	2	½	Ed314 Primary Education	3	2
S315 Nature Study	1	½	PhEd316 Physical Ed. Meth.	2	½
Ed315 Chil. Lit.	2	2	E302 Amer. Lit.	3	3
H311 Am. History and Gov.	3	3	H312 Am. History and Gov.	3	3
	22	15		21	16½

Fourth Year

<i>First Semester</i>	<i>Periods Per Week</i>	<i>Sem. Hrs.</i>	<i>Second Semester</i>	<i>Periods Per Week</i>	<i>Sem. Hrs.</i>
A415 Kindergarten Art	1	1	Ed400 Practice Teaching		12
Ed403 Ed. Sociology	2	2			
Ed411 Kindergarten Ed.	6	6			
Ed413 Reading Problems	1	1			
Ed415 Social Studies	2	2			
H. Ed. Health Ed.	1	1			
Ms411 Kindergarten Music	3	3			
PhEd401 Physical Ed.	2	1			
Elective	3	3			
	21	20			

OUTLINE OF CURRICULA

ELEMENTARY CURRICULUM

First Year

<i>First Semester</i>	<i>Periods Per Week</i>	<i>Sem. Hrs.</i>	<i>Second Semester</i>	<i>Periods Per Week</i>	<i>Sem. Hrs.</i>
Ed101 Psychology	3	2½	Ed102 Psychology	3	2½
E101 Composition	3	2½	E102 Composition	3	2½
E103 Voice-Diction	1	1	E103 Voice-Diction	1	1
HEd101 Health Education	3	2½	HEd102 Health Education	3	2½
H101 Foundations of American Civilization	3	3	H102 Foundations of American Civilization	3	3
PhEd101 Physical Education	2	½	PhEd102 Physical Education	2	½
Elective	3	3	Elective	3	3
	18	15		18	15

Second Year

<i>First Semester</i>	<i>Periods Per Week</i>	<i>Sem. Hrs.</i>	<i>Second Semester</i>	<i>Periods Per Week</i>	<i>Sem. Hrs.</i>
A201 Art Appreciation	2	1	A202 Art Appreciation	2	1
Ed201 Introduction to Educ.	3	2½	Ed202 Introduction to Educ.	3	2½
Ed205 Penmanship Methods	1	1	(or) Ed206 Penmanship Methods	1	1
E201 History of English Literature	3	3	E202 History of English Literature	3	3
Ms201 Music Appreciation	2	1½	Ms202 Music Appreciation	2	1½
PhEd201 Physical Education	2		PhEd202 Physical Education	2	
S201 Biology	4	3	S202 Biology	4	3
Elective	3	3	Elective	3	3
	<hr/> 20	<hr/> 15		<hr/> 19	<hr/> 14

Third Year

<i>First Semester</i>	<i>Periods Per Week</i>	<i>Sem. Hrs.</i>	<i>Second Semester</i>	<i>Periods Per Week</i>	<i>Sem. Hrs.</i>
A325 Drawing & Painting	3	2	A326 Manual Training	1	1
Ed323 Language Arts I	4	3	Ed324 Language Arts II	3	2
G321 Geography	2	2	Ed326 Literature for Children	2	2
H321 American History	2	1	G322 Geography	2	2
M325 Mathematics	3	2½	G326 Geography Methods	1	1
PhEd325 Physical Educ. Methods	2	2	H322 American History and Government	2	1
			H326 History Methods	1	1
			M326 Mathematics	3	2½
Elective	3	3	PhEd326 Physical Educ. Methods	3	3
	<hr/> 19	<hr/> 14		<hr/> 19	<hr/> 16

Fourth Year

<i>First Semester</i>	<i>Periods Per Week</i>	<i>Sem. Hrs.</i>	<i>Second Semester</i>	<i>Periods Per Week</i>	<i>Sem. Hrs.</i>
Ed400 Practice Teaching		12	Ed421 or 2 Principles of Education	3	3
Ed427 Reading Problems	1		Ed423 or 4 Sociology	2	2
			E421 or 2 History of American Literature	4	4
			HEd421 or 2 Health Educ. Methods	1	1
			Ms421 or 2 Elementary Music	3	3
			PhEd421 or 2 Physical Education Methods	2	1
			S421 or 2 Nature Study	2	2
			Elective	3	3
				<hr/> 20	<hr/> 19





DESCRIPTION OF COURSES

FINE ARTS

A101-102.—Drawing and Painting, I. Elective for Freshmen and Sophomores. This course includes the study of the art elements, the laws of order, and the principles used in Design and Representation; the development of creative abstract design; methods and techniques used in pencil and charcoal drawing and in water color painting; the analysis and appreciation of color and design; representation of subjects from observation and memory; expressions from experiences, literature, and fanciful themes; freehand lettering. Modelling in plasticine and clay. Three hours a week throughout the year.

A201-202.—Art Appreciation. Required of Sophomores. This course begins with a discussion of the fundamental ideas underlying all artistic activity and of the means of analyzing works of art. The major portion of the year is then devoted to investigation of significant styles and of outstanding creations in the art of each important period. Two illustrated lectures each week are supplemented by assigned readings in the history and criticism of art, and by visits to museums and collections in the vicinity of the college. An illustrated notebook is required. Two hours a week throughout the year.

A203-204.—Drawing and Painting, II. Elective for Sophomores. This course develops further the subjects outlined in A101-102. It introduces painting of various textures; modelling in plasticine and clay; development of creative abstract and realistic designs through the inspiration of music and nature subjects; development of compositions and themes; adaptation of designs to special problems and techniques; stenciling and blockprinting. Three hours a week throughout the year.

A301-302.—Drawing and Painting, III. Elective for Juniors. This course consists of the further development of the subjects and techniques outlined in A203-204. Three hours a week throughout the year.

A303-304.—Art. Similar to A101-102. Elective for Juniors and Seniors who have had no previous Art Course at Teachers College. The aim of this course is to give the student an introduction to the materials and methods of art and art education. It includes a consideration of the art elements, the laws of order and the principles of design and realism. Three periods a week throughout the year.

A315-316.—Art Education at Kindergarten-Primary Level. Required of Juniors who have elected the Kindergarten-Primary Curriculum. This course gives an understanding of the stages of a child's development in art. It includes experiments in the use of varied materials for creative expression, design and its application, appreciation of art, clay modelling and other projects. Two hours a week throughout the year.

A325 or 326.—Art Education in the Elementary School. Required of Juniors who have elected the Elementary Curriculum. A workshop course which gives an understanding of art education in the elementary schools. Included are experiments in the use of materials, actual experience in units of realism, appreciation of art, design and its application and methods of teaching art creatively. Three hours a week, either semester.

A327 or 328.—Manual Training. Required of Juniors who have elected the Elementary Curriculum. The course consists of construction with paper, cardboard, and other materials used in elementary bookbinding; elementary working—drawing and lettering; and methods of teaching elementary manual training in Grades IV and V. One hour a week, either semester.

A401 or A402.—Drawing and Painting IV. Elective for Seniors who have completed A301-302. This course consists of the further development of subjects and techniques outlined in A203-204. Three hours a week, either semester.

A407-408.—Art. Elective for Seniors who have completed course A303-304. This course is a continuation and development of the content of course A303-304 with special consideration given to classroom application. Three periods per week throughout the year.

A415 or 416.—Art Methods for Kindergarten. Required of Seniors who have elected the Kindergarten-Primary curriculum. This course is a continuation of A315-316. Latest developments in Art Education as they apply to methods at this level are discussed and experimented with. New Techniques and materials are introduced to broaden the prospective kindergarten teacher's ability to meet varied classroom situations. One hour a week either semester.

A525.—Advanced Methods of Teaching Art. Required of graduate students who are preparing to teach in the elementary schools. A workshop course which gives an understanding of art education in Grades I-VI. Included are experiments in the use of materials, art subjects, methods of teaching, and techniques used in the Art Syllabus for Elementary Grades in the Boston Public Schools. Two hours a week, first semester.

A526.—The Teaching of Manual Training. Required of graduate students who are preparing to teach in the Elementary Schools. The course includes construction with paper, cardboard, and other materials; bookbinding; lettering; drawing. Two hours a week, second semester.

EDUCATION

Ed101-102.—Educational Psychology. Required of Freshmen. The course assumes a mastery of **Educational Psychology** by Cruze. The major topics include the following: (1) the field and objectives of educational psychology; (2) individual progress toward physical, mental, and social maturity; (3) the learning pro-

cess; and (4) personality. One lecture and two discussion periods a week throughout the year.

Ed201-202.—Introduction to Education. Required of Sophomores. This course presents a general cultural approach to education. It surveys the areas of public school work from an historical point of view and emphasizes the significance of individual pupil differences, curriculum values, general principles, and methods of stimulating personality growth in elementary school children. Text book material is supplemented by lectures given by leaders in education. Opportunity to observe in the Laboratory School is provided. Two class discussion hours, one lecture, and one observation period in the Laboratory School each week throughout the year.

Ed205 or 206.—Penmanship. Required of Sophomores. This course provides the student with the principles and techniques needed in teaching penmanship. Students also are guided through practice and self-criticism to the acceptable standard of handwriting needed by a teacher for blackboard demonstration and other professional needs. One hour a week, either semester.

Ed310.—An Introductory Course in the Testing of Younger Children. Required of Juniors who have elected the Kindergarten-Primary Curriculum. The course includes the study of the development of mental and achievement tests; the criteria and construction of standardized and informal tests; the summarization, interpretation, and application of test results; and statistics. Special emphasis is placed on tests used in kindergartens. Students observe and participate in the testing program of the kindergartens of the Laboratory School. Two hours a week, second semester.

Ed311-312.—Kindergarten Education. Required of Juniors who have elected the Kindergarten-Primary Curriculum. This course deals with a study of the young child with emphasis on the physical, emotional, social and mental development; the educational contributions of nursery school and kindergarten; and the educative possibilities of play materials. The subjects and activities studied include language, literature, experience units, excursions, assemblies, and games. Techniques of teaching and classroom procedures are presented. Parallel with the study, students observe and participate in the work of the public school kindergartens; coordinating theory and practice. Six hours a week first semester, four hours a week second semester.

Ed313-314.—Primary Education. Required of Juniors who have elected the Kindergarten-Primary Curriculum. Principles of learning are applied to aims and methods of instruction in reading, language, and number in Grades I and II. Emphasis is placed on interrelatedness of experiences and their expression as bases for beginning reading and number; upon story, dramatization, and poetry as media toward adequate language expression; and upon character development as fundamental to social living. Observation and participation in classroom situations are required. Three hours a week throughout the year.

Ed316.—Literature for Younger Children. Required of Juniors who have elected the Kindergarten-Primary Curriculum. Broad teacher background is built through a study of traditional and less well-known books for children. Enjoyment, appreciation, and thorough acquaintance with books essential for growth and development of the young child are fostered. Two hours a week, second semester.

Ed318.—Kindergarten Handicrafts. Required of Juniors who have elected the Kindergarten-Primary Curriculum. This course offers students an opportunity for experimentation in the field of crafts and stresses the creative approach in Kindergarten handicrafts. Emphasis is placed on the educational values of Kindergarten materials and tools and the techniques of teaching children the use of the materials individually and in socially organized groups. Two hours a week, second semester.

Ed321 or 322.—Elements of Classroom Procedure. Required of Juniors who have elected the Elementary Curriculum. This course considers the mechanics and routine procedures involved in the work of the teachers in the elementary schools. It serves as preparation for practice teaching. One hour a week, either semester.

Ed323-324.—Language Arts: Elementary. Required of Juniors who have elected the Elementary Curriculum. The teaching of reading techniques through the unification of the principles of educational psychology, the contributions of scientific research, and present day objectives. Expression is fostered through the media of story, dramatization, and poetry. Integrative values of unit teaching are stressed. Theory, observation, and participation are unified in typical classroom situations. Analysis and interpretation are essential features. Four hours a week throughout the year.

Ed400.—Practice Teaching. Required of Seniors. The purpose of this course is to familiarize the student with the school in action in as many different stages of child growth as possible, and to give an opportunity to adapt the theory presented in earlier courses to practice in a variety of situations. Observation, participation, conferences. Full time, either semester.

Ed403 or 404.—Educational Sociology. Required of Seniors. This course is a study of social relationships in a democracy. It deals with a few basic individual, group, and institutional problems such as unemployment, poverty amidst plenty, debts, social values and progress, social ideologies, economic institutions, and the American Way of Life. It is a lecture-discussion course. Weekly special reports and a term thesis are required. Two hours a week, either semester.

Ed411.—Kindergarten Education. Required of Seniors who have elected the Kindergarten-Primary Curriculum. This course includes a study of the objectives, teaching procedures, and attainments of the kindergarten with emphasis on readiness for Grade I. Teaching procedures include a consideration of individual differences, the kindergarten environment, the development of reading readiness skills through classroom experiences, the development of

number experiences, and the standards of attainment and recommendations for placement. Kindergarten clinics, agencies, and schools for exceptional children are visited to aid the student in the recognition and treatment of handicapped children. Nine hours a week, first semester.

Ed413.—Reading Problems in the Kindergarten-Primary Field. Required of Seniors who have elected the Kindergarten-Primary Curriculum. Maturation problems as they influence reading and personality development are considered. Preventive measures resulting from individual diagnosis and analysis indicating individualization of instruction in beginning reading are stressed. Corrective and remedial measures are demonstrated. One hour a week, first semester.

Ed415.—Social Studies in the Kindergarten-Primary Field. Required of Seniors who have elected the Kindergarten-Primary Curriculum. Background knowledge for the teacher is developed concerning the relation of social science to human progress that she may guide young children toward knowledge and appreciation of environment and the beginnings of American citizenship. Techniques of developing and evaluating experience units are developed. Two hours a week, first semester.

Ed421 or 422.—Elementary Education. Required of Seniors who have elected the Elementary Curriculum. This course deals with comparative studies of educational values of various classroom practices, interpretation and teaching of character education, building and evaluating of unit procedure, and the development of an educational philosophy essential to guiding individual and social needs of the child. Three hours a week, either semester.

Ed423 or 424.—Reading Problems in the Elementary Grades. Required of Seniors who have elected the Elementary Curriculum. Problems of maturation as they affect reading and personality development are studied. Individual diagnosis and analysis are emphasized; prevention is stressed; corrective and remedial methods are indicated as well as remedial materials devised. One hour a week, either semester.

Ed521-522.—Elementary Education. Required of graduate students who are preparing to teach in elementary schools. This is an integrating course dealing with psychological principles and teaching techniques basic to a study of various classroom practices. Character education and unitary teaching procedures are emphasized as well as the educational principles basic to the development of a guiding philosophy essential to the progress of modern democratic education. Four hours, first semester; three hours, second semester.

Ed523-524.—Language Arts. Required of graduate students who are preparing to teach in elementary schools. This course stresses basic and special techniques in the teaching of reading, language, spelling, children's literature, and history. It stresses developing language arts in elementary grades through theory, directed ob-

servation, lesson planning, and measurement studies. Analysis and interpretation from simple to unitary teaching are essential features. Three hours a week throughout the year.

Ed526.—Penmanship. Required of graduate students who are preparing to teach in elementary schools. Same as Ed205-or 206. One hour a week, second semester.

Ed528.—Special Reading Problems. Required of graduate students who are preparing to teach in elementary schools. This course considers (1) the problems of physical, mental, and emotional maturity as they affect individual children and the relation of reading ability to personality development; (2) problems of individualization of instruction especially in beginning reading as indicated by special eye and ear handicaps and special interests. Emphasis is placed on the analysis of reading difficulties and the remedial measures indicated. One hour a week, second semester.

Ed531-532.—Advanced Educational Psychology. Required of graduate students preparing to teach in the Junior High Schools. This course is designed to amplify and extend the concepts of Ed101-102. It aims at providing a psychological foundation for the processes of the classroom, an explanation of the behavior of both teacher and pupil, and a statistical basis for interpreting the results of teaching. Three hours a week throughout the year.

Ed533-534.—Junior High School Problems. Required of graduate students who are preparing to teach in junior high schools. Basic concepts in this course include: (1) the meaning of education in a democracy; (2) democracy in education, with special reference to individual differences in pupil capabilities and needs; (3) curriculum adaptations; (4) methods of teaching; (5) pupil organization for class instruction and co-curricular activities; (6) evaluation of pupil growth and development; (7) some next steps to be taken in the process of modernizing the school. Three hours a week throughout the year.

Ed541-542.—Educational Psychology. Required of graduate students preparing to teach in senior high schools. Same as Ed531-532. Three hours a week throughout the year.

Ed543-544.—Senior High School Problems. Required of graduate students who are preparing for service in senior high schools. This course emphasizes (1) aims and functions of the modern secondary school; (2) organizational and administrative problems; (3) curricular growth and development; (4) basic principles of teaching; (5) recognition of differences in class organization and learning situations; (6) co-curricular activities; and (7) current trends in adapting the school to the meeting of the tasks of social life. Three hours a week throughout the year.

ENGLISH

E101-102.—English Composition. Required of Freshmen. The course includes: (1) a study of technical English; (2) assigned readings of selected literary masterpieces and recent books; (3)

precise writing and paragraph development; and (4) written themes covering the four forms of discourse. Three class hours a week and conferences at the pleasure of the instructor.

E103-104.—Oral English. Required of Freshmen who are candidates for the B.S. in Ed. degree. This course has as its objectives developing effective voices in the students, acquainting them with the basic principles of voice culture and the ways in which this knowledge may be used in their teaching, and preparing them to meet the demands of the speech situations that they will encounter in their professional lives. One hour a week throughout the year.

E201-202.—History of English Literature. Required of Sophomores. The course is a study of English literature from Anglo-Saxon times to the present day. Lectures, collateral reading, and reports. Three hours a week throughout the year.

E301 or 302.—American Literature. Required of Juniors. The course is a study of American literature from Colonial times to the present day. Lectures and collateral readings. Three hours a week, either semester.

E303-304.—English and American Drama. Elective for Juniors. The course includes a study of the technique of drama, the history of English and American drama to the present day, the reading of standard and contemporary plays, and the writing of reports. Three hours a week throughout the year.

E305.—Great English Poets. Elective for Juniors. A course in the poetic achievement and literary significance of selected major poets representative of important trends in English poetry. The poets to be studied in 1951-1952 are Chaucer, Spenser, Dryden, Keats, Browning, and Yeats. Three hours, first semester.

E306.—Major American Poets. Elective for Juniors. This course is a continuation of E305. American poets of the nineteenth and twentieth centuries will be studied and evaluated. Aims and tendencies in contemporary verse will be given due attention. The works of Poe, Lanier, Whitman, Emerson, Longfellow, Lowell, Holmes, Lindsay, Sandberg, Robinson, Frost, Millay and others will be considered. Three hours, second semester.

E321 or 322.—Literature for Children. Required of Juniors who have elected the Elementary Curriculum. The aims of the course are: (1) to provide the students with a standard of judgment in order that they may evaluate literature for children; (2) to acquaint them with the field of children's literature; (3) to suggest means of practical application of this knowledge. Two hours a week, either semester.

E403 or 404.—The Novel. Elective for Seniors. The course includes an analysis of the novel as an art; a survey of the development of the novel in English and American literature; and the study of ten notable novels. Lectures, reports, assigned readings. Three hours a week, either semester.

E405 or 406.—Contemporary British and American Literature. Elective for Seniors. A survey of the trends that have distinguished the literary output of Great Britain and the United States from World War I. to the present time. Representative works will be read and discussed in the light of the life and thought of our age and of the techniques employed by their authors. Three hours a week, either semester.

E501-502.—Comparative Literature. Required of graduate students majoring in English. This course is designed to provide a background of world literature for high school teachers of English. Literary masterpieces representing the different ages from the classical period of ancient Greece to our own day are read in selections or complete editions and studied intensively in class. Wherever possible, correlations between the literature of the past and the present are made. Subjects are assigned to each student for special study. Four hours a week, first semester and fourth quarter.

E521-522.—The Teaching of Children's Literature. Required of graduate students preparing to teach in the elementary schools. Two hours a week, first semester and fourth quarter.

E523-524.—Survey of English Literature. Required of graduate students who are preparing to teach in elementary schools. The course traces the development of English literature from the Anglo-Saxon period to the present day. Three hours a week, second semester.

E531-532.—Methods of Teaching English. Junior High School. Required of graduate students who are preparing to teach English at the junior high school level. This course includes: (1) a consideration of the aims and principles involved in the teaching of composition and literature; (2) the reading of representation texts and scientific studies; (3) the preparation and presentation of units of work meeting the needs of typical classroom situations. Two hours a week, first semester and fourth quarter.

E541-542.—Methods of Teaching Senior High School English. Required of graduate students who are preparing to teach English at the senior high school level. Comparable in methods and objectives to E531-532. Two hours a week, first semester and fourth quarter.

FOREIGN LANGUAGES

FRENCH

F101-102.—French Reading, Composition. Elective for Freshmen who have completed three or four years of high school French. The course includes a survey of French history and cultural traditions, the reading of modern French texts, and an introduction to the theatre of the seventeenth century. Supplementary readings in centemporary prose with book reports written in French. Com-

position: exercises in grammar and translation; some free composition; constant oral and aural practice. Three hours a week throughout the year.

F201-202.—Seventeenth Century French Literature, Composition. Elective for Sophomores who have completed F101-102. The course includes a survey of French literature from the *Chansons de geste* to the seventeenth century; special study of seventeenth century literature. Lectures, collateral reading, intensive study of selected texts. Composition: practical exercises in grammar and syntax; book reports written in French. Three hours a week throughout the year.

F301-302.—Nineteenth Century French Literature, Composition. Elective for Juniors who have completed F201-202. The course includes a survey of French literature of the eighteenth century; intensive study of the literature of the Romantic period. Lectures, collateral reading, analysis of selected texts. Composition: practical exercises in grammar and translation; book reports written in French. Three hours a week throughout the year.

F401 or 402.—Modern French Prose, Composition. Elective for Seniors who have completed F301 or 302.—The course includes a study of the French novel and short story from Balzac to the twentieth century. Lectures, collateral reading, intensive study of selected texts. Composition: practical exercises in grammar and translation; book reports written in French. Three hours a week, first or second semester.

F531-532.—Advanced French, Language and Literature. Required of graduate students who have majored in French and who are preparing to teach French in the Junior High School.

First Semester. Studies in French civilization. Oral and written practice in the language; the fundamentals of French Phonetics: advanced studies in grammar and stylistics.

Second Semester. Practice teaching in Grades VII, VIII, and IX. Studies in modern French prose and poetry. Lectures, collateral reading, book reports in French. Practice exercises in oral and written free composition; translation of literary passages to and from French. Four hours a week.

F533-534.—Methods of Teaching French. Required of graduate students who are preparing to teach French in the Junior High School. Modern theories on the teaching of foreign language. Subject matter and techniques in the teaching of French in Grades VII, VIII, and IX. One hour a week, first semester and fourth quarter.

SPANISH

Sp101-102.—Spanish Pronunciation, Reading, Composition. Elective for Freshmen who have successfully completed three or four years of Spanish in high school. The course includes a study of Spanish pronunciation and the correction of individual defects; intensive reading of standard modern prose texts for language

assimilation; supplementary reading, with written summaries in Spanish. Three hours a week throughout the year.

Sp103-104.—Spanish for Beginners. Elective for Freshmen. The course covers the elements of Spanish grammar and pronunciation, and includes intensive study of a standard modern text. It aims to develop aural and oral power by constant practice in the use of the language, by systematic vocabulary building, and by assimilation of the reading materials. Three hours a week throughout the year.

Sp201-202.—Nineteenth Century Spanish Literature, Composition. Elective for Sophomores who have successfully completed Sp101-102. The course includes a survey of Spanish literature of the eighteenth century, and a special study of The Romantic Period of the nineteenth century. Lectures, collateral reading, reports in Spanish, intensive study of selected texts. Composition, oral and written, consisting of discussions and summaries of reading and lecture material, grammar assimilation exercises, translation of connected passages from English to Spanish. Three hours a week throughout the year.

Sp203-204.—Spanish Reading, Composition. Elective for Sophomores who have successfully completed Sp103-104. The course includes the reading of modern prose and verse translation to and from Spanish, written summaries and oral exercises based on the reading texts. Three hours a week throughout the year.

Sp301-302.—Spanish Literature to the Death of Cervantes. Elective for Juniors who have successfully completed Sp201-202. The course includes the history of Spanish literature from its Roman background to the death of Cervantes. Lectures, intensive reading of selected texts, collateral reading with discussion and reports in Spanish. Composition: free composition, exercises in translation based on grammar review. Three hours a week throughout the year.

Sp303-304.—Spanish Reading, Composition. Elective for Juniors who have successfully completed Sp203-204. The course includes the reading of representative prose works of the nineteenth and twentieth centuries. Composition: resumes in Spanish, exercises in translation based on review of grammar; oral practice. Three hours a week throughout the year.

Sp401 or 402.—Contemporary Spanish Prose Literature, Composition. Elective for Seniors who have successfully completed Sp301-302. The course includes a study of the novel, short story, and drama in Spain from 1850 to the present. Lectures, intensive study of selected texts, supplementary reading with discussion and reports in Spanish. Composition: free composition, as in previous years, and exercises in translation of literary prose. Three hours a week either semester.

Sp403 or 404.—The Spanish Novel in the Nineteenth Century, Composition. Elective for Seniors who have successfully completed Sp303-304. The course includes selected readings in the regional

novel, the novel of manners, and the psychological novel of the nineteenth century. Summaries and reports in Spanish. Exercises in translation from English to Spanish, based on literary passages. Three hours a week, either semester.

Sp.531-532.—Advanced Spanish, Language and Literature. Required of graduate students who have majored in Spanish and who are preparing to teach Spanish in Junior High School. The course includes:

First semester: A study of Spanish and Spanish-American civilization. Fundamental principles of phonetics, and correction of defective pronunciation. Advanced study of grammar and syntax.

Second semester: Studies in modern literature. Practice teaching in Junior High School. Lectures, reading, reports in Spanish. Composition: free composition, oral and written; practical exercises in the translation of literary passages to and from Spanish. Four hours a week.

Sp.533-534.—Methods of Teaching Spanish. Required of graduate students preparing to teach Spanish in Junior High Schools. The course includes a study of modern theories of teaching foreign languages; subject matter, methods, and materials for Grades VII, VIII, and IX. One hour a week, first semester and fourth quarter.

GEOGRAPHY

G101-102. Fundamentals of Geography. Elective for Freshmen and Sophomores. This is a survey course planned to acquaint the student with the principal geographic features of the earth and with the relationships between man and his environment. Characteristic activities are studied and the relationships between the great groups of people are emphasized. Geographic conditions underlying some of the major problems confronting the leading nations of the world are studied. Three hours a week throughout the year.

G321-322.—Elementary Geography. Required of Juniors who have elected the Elementary Curriculum. This course includes: (1) the fundamental principles involved in man's relation to his environment; (2) the economic geography of the United States and selected regions of Europe, Asia, and South America. Three hours a week, first semester; two hours a week, second semester.

G324.—The Teaching of Geography. Required of Juniors who are taking G321-322. This course considers the objectives and content of geography in the elementary grades, the unit plan of organization, teaching techniques, study materials, and community resources. Observation of class work at the Model School is reported and discussed. One hour a week, second semester.

G522.—Geography for Elementary School. Required of graduate students who are preparing to teach in elementary schools. This course includes (1) studies of the geographic influences affecting man's activities and the ways in which the economic life of peoples is adjusted to these influences and (2) the economic geography of

the United States and selected regions of the world. Three hours a week, second semester.

G531-532.—Economic Geography. Required as a minor of graduate students majoring in history and planning to teach in junior high schools and elective for other graduate students preparing to teach in junior high schools. This course considers the principles of human geography as a basis for the study of the political and economic geography of the major regions of the world. Emphasis is given to the study of the economic development of the United States and the interrelationships between the Americas and other countries of the world. Four hours a week throughout the year.

HEALTH EDUCATION

HEd101-102.—Health Education. Required of Freshmen and all others who have not previously studied health education. This course aims to improve the healthful living of the students. It includes a study of personal and community health and a standard first aid course. Three hours a week throughout the year.

HEd311.—Health Education. Required of Juniors who have elected the Kindergarten-Primary Curriculum. This course interprets healthful school living in the classroom at the kindergarten-primary level. Various aspects of safety are studied. Students receive instruction in the methods of teaching health and safety. One hour a week, first semester.

HEd421 or 422.—Health Education. Required of Seniors who have elected the Elementary Curriculum. This course is similar to HEd311. One hour a week, either semester.

HEd452.—Health Education. Required of Seniors who have elected the Special Class Curriculum. This course is similar to HEd311. One hour a week, second semester.

HEd.522.—Health Education. Required of graduate students, preparing to teach in elementary schools. This course considers on the graduate level material analogous to that treated in HEd316. One hour a week, second semester.

HISTORY

H101-102.—Survey of Western Civilization. Required of Freshmen and all others who have not had this course or its equivalent. A study of the history of the world since its beginnings with special emphasis on those phases which have contributed to our American way of life. Stress is placed on the great trends and movements rather than on a factual approach. Modern history and its implications for the future of the United States are considered in detail. One lecture and two class hours per week throughout the year.

H201-202.—History of Latin America. Elective for Sophomores. A survey course in the history of the Latin American countries. Lectures, assigned reading, supplementary reading, and reports. Three hours a week throughout the year.

H321-322.—American History and Government: The Rise and Progress of Democratic Institutions in the United States. Required of Juniors. This course is an interpretation of American history from 1492 to the present day with particular emphasis upon the Federal and State constitutions. Two hours a week throughout the year.

H325 or 326.—Techniques of Teaching American History in Grades I-VI. Required of Juniors who have elected the Elementary Curriculum. Objectives, materials, activities, and practices essential to building fundamental ideas of democracy are developed. Subject matter and techniques vary at primary and middle-grade levels, growing from language experiences through biography to more formal history. One hour a week, either semester.

H422.—Problems in American Democracy.—Elective for Seniors who are preparing to teach in elementary schools. This course aims to discover, through readings in government and history, the meaning of the term "democracy"; to develop a concept of democracy; and to apply that concept to contemporary, economic, social and political problems. Three hours a week, second semester.

H501-502.—Problems in United States History. Elective as a major for graduate students. This course considers selected problems in United States History. Four hours a week throughout the year.

H503-504.—Modern European History. Elective as a minor for graduate students. The course includes a study of the period from the French Revolution to the present. It examines the great political, social, cultural, and economic movements in European history. Lectures, readings, class discussions, and reports. Four hours a week throughout the year.

H505-506.—Methods of Teaching History. Required of graduate students who have elected H501-502. The course offers an intensive study of the processes of learning and teaching as applied to history, comparison of methods, and discussion of problems. One hour a week throughout the year.

H507-508.—Ancient History. Elective as a minor for graduate students who are preparing to teach history in senior high schools. The course includes (1) the history of the Oriental nations and Greece to their conquest by Rome, (2) the history of Rome to the fall of the Western Empire. Two hours a week throughout the year.

H510.—History of England. Elective for graduate students. A survey course in English history starting with the Roman occupation and extending to World War II. Special emphasis will be placed on the following: Anglo-Saxon England, Growth of the early Church, Norman conquest, development of Constitutional law, Reformation, English literature, Colonial expansion. Four hours a week, second semester.

H535-536.—Methods in Junior High School History. The development of the lesson plan and of various diverse methods of teaching

history are studied in this course. It includes observation and teaching in a junior high school. Weekly reports are required. One hour a week throughout the year.

E101-102.—Principles of Economics. Elective for Freshmen and Sophomores. The course (1) considers the fundamental principles underlying modern economic society and their application to current economic problems; (2) in addition, gives special emphasis to business organization, forces governing price, money, banking and exchange, the business cycle, and the economic functions of government. Three hours a week throughout the year.

MATHEMATICS

M101-102.—Mathematical Analysis. Elective for Freshmen who have completed Trigonometry and for Sophomores who have passed M103-104. This course takes up topics in analytic geometry and differential calculus. Three hours a week throughout the year.

M103-104.—Plane Trigonometry and Solid Geometry. Elective for Freshmen. This course includes the development of the general formulae of plane trigonometry, and the solution of right and oblique triangles by tables of natural functions and by the use of logarithmic tables. Reduction, identities, and graphic representation of the trigonometric ratios are also presented. A study is made of the relations of lines and planes in space, of geometric solids, and of spherical triangles. Three hours a week throughout the year.

M201-202.—Mathematical Analysis II. Elective for Sophomores who have passed M101-102. This course continues the study of the topics in trigonometry, analytic geometry, and calculus which were taken up in M101-102. Three hours a week throughout the year.

M301-302.—Mathematical Analysis III. Elective for Juniors who have passed M201-202. This course continues the study of topics in college algebra, analytic geometry, and calculus which were taken up in M201-202. Three hours a week throughout the year.

M325 or 326.—Methods of Teaching Arithmetic in the Primary Grades. Required of Juniors who have elected the Elementary Curriculum. The course consists of two parts. The first part is a review of the mathematics of the first eight grades. The second part deals with the teaching of arithmetic in Grades I-III. It considers objectives, placement of topics, and methods of presentation. Three hours a week either semester.

M425 or 426.—Methods of Teaching Arithmetic in Grades IV, V, and VI. Required of Seniors who have elected the Elementary Curriculum. This course is a continuation of M325. Three hours a week, either semester.

M427 or 428.—Mathematics Review. Optional for Seniors who have completed M325-326. Review of the content of the mathe-

matics course of Grades VII and VIII. One hour a week, either semester.

M525.—Methods of Teaching Elementary Mathematics. Required of graduate students preparing to teach in elementary schools. Comparable to M325-326 but on the graduate level. Three hours a week, first semester.

M535.—Methods of Teaching Junior High School Mathematics. Required of graduate students who are preparing to teach in junior high schools. In this course instruction is given in methods of teaching mathematics in Grades VII-IX, including percentage, measurement, and elementary algebra. Demonstration lessons are a part of the course. Two hours a week, first semester.

M541.—Mathematics of Finance. Offered as a major or minor for graduate students. This course considers the application of algebra to interest, annuities, bonds, investments, and life insurance. Four hours a week, first semester.

M542.—The Teaching of Algebra in the Secondary Schools. A study of the algebra of the junior and senior high schools. The course considers methods of presentation sequence of topics, applications to present day problems, and investigations that have been conducted. Four hours a week, fourth quarter.

M543.—Modern Geometry. Offered as a minor for graduate students. This course is an extension of Euclidean geometry to theorems not included in high school courses. It serves as an introduction to the ideas and methods of modern geometry. Four hours a week, first semester.

M544.—The Teaching of Geometry in the Secondary Schools. This course considers the introduction to geometry, nature of geometric reasoning, systematic methods of attacking exercises, and plans that have been advanced for reorganizing geometry. Four hours a week, fourth quarter.

M545.—Methods of Teaching Senior High School Mathematics. Offered as a minor for graduate students. Discussions are based on current practices in the teaching of mathematics. Two hours a week, first semester.

MUSIC

Ms101-102.—Music, I. Elective for Freshmen and Sophomores. The course includes: (1) a study of keys, signatures, scales, intervals, triads; (2) ear training; (3) rhythmic and melodic dictation; (4) sight singing; (5) voice training; (6) interpretation; (7) application of the voice to book materials; (8) elementary harmony. Three hours a week throughout the year.

Ms201-202.—Appreciation of Music. Required of Sophomores. A general survey is made of the history and literature of music, illustrated by means of phonograph records, performance by the elective classes, and participation by the class. The course includes

a study of folk music, polyphony, classicism, romanticism, and modernism. Two hours a week throughout the year.

Ms203-204.—Music, II. Elective for Sophomores who have completed Ms101-102. The course continues the work of Ms101-102. It includes: (1) voice and ear training; (2) sight singing; (3) more advanced dictation; (4) presentation and interpretation of part songs; (5) harmony-triads and their inversions, dominant sevenths, harmonization of melodies, and figured basses. Three hours a week throughout the year.

Ms301-302.—Music, III. Elective for Juniors. Prerequisite: Ms203-204. The course includes: (1) theory of music; (2) sight singing; (3) voice and ear training; (4) rhythmic and melodic dictation; (5) transposition; (6) presentation and interpretation of part songs; (7) harmony,—further work in the use of triads and their inversions, dominant seventh and its inversions, modulation, harmonization of melodies, and figured basses. Three hours a week throughout the year.

Ms311.—Kindergarten-Primary Music, I. Required of Juniors who have elected the Kindergarten-Primary Curriculum. The course includes: (1) the vocal problems of the child's voice; (2) rote songs; (3) rhythmic and melodic development for the young child; (4) rhythmic orchestra; (5) piano playing, with emphasis upon repertoire suitable for use in the kindergarten. Three hours a week, first semester.

Ms402.—Music, IV. Elective for Seniors. Prerequisite: Ms301-302. The course includes: (1) voice and ear training; (2) sight singing; (3) presentation and interpretation of part songs; (4) keyboard harmony; (5) written harmony,—further use of harmonic material applied to the harmonization of folk songs; (6) harmonic analysis. Three hours a week, second semester.

Ms411.—Kindergarten-Primary Music, II. Required of Seniors who have elected the Kindergarten-Primary Curriculum. This course is a continuation of Ms311. It includes elementary harmony, theory of music, piano playing, and voice training. Three hours a week, first semester.

Ms421 or 422.—Music, Elementary School. Required of Seniors who have elected the Elementary Curriculum. The course includes: (1) a study of keys, signatures, scales, intervals, triads; (2) voice and ear training; (3) sight singing; (4) interpretation; (5) methods of teaching music in the elementary grades; (6) study of materials suitable for use in these grades. Three hours a week, either semester.

Ms452.—Elementary School. Required of Seniors who have elected the Special Class Curriculum. Same as Ms421. Three hours a week, second semester.

Ms521.—Music Methods. Required of graduate students who are preparing to teach in elementary schools. This course is comparable to Ms421 but on the graduate level. Two hours a week, first semester.

PHYSICAL EDUCATION

PhEd101-102.—Physical Education. Required of Freshmen. This course stresses educative motor experiences through an activity program of exercises, games, seasonal sports, and the dance. It is adapted to the varying backgrounds and needs of the students. Two hours a week throughout the year.

PhEd201-202.—Physical Education. Required of Sophomores. This course, through an activity program, provides for greater development and enrichment of the students' experiences, emphasizing the needed appreciation of the place of physical education in present day living. Two hours a week throughout the year.

PhEd311-312.—Physical Education. Required of Juniors who have elected the Kindergarten-Primary Curriculum. The aims and objectives of physical education at the kindergarten-primary level are stressed. General techniques in teaching and familiarity with a large variety of physical activities are included, with emphasis placed on play, rhythm, and simple dances. Two hours a week throughout the year.

PhEd321-322.—Physical Education. Required of Juniors who have elected the Elementary Curriculum. This course deals with aims and objectives of physical education at the elementary school level, including techniques of teaching rhythms, dancing, story plays, and games of low organization. Two hours a week throughout the year.

PhEd401 or 402.—Physical Education. Required of Seniors. This course includes the aims and objectives of physical education; the significance of physical education in the school program; program planning and teaching of classes at the Laboratory School.

PhEd521.—Physical Education. Required of graduate students who are preparing to teach in elementary schools. This course is comparable to PhEd401, but does not include teaching practice at the Laboratory School. Two hours a week, first semester.

SCIENCE

BIOLOGY

S201-202.—Biology. Required of Sophomores. The course includes: (1) a survey of the plant and animal kingdom; and (2) basic individual studies of organisms, leading to an understanding of biological principles and their applications. Lectures and discussions, including the historical development of biological knowledge, are planned to broaden concepts obtained from laboratory work. Current biology in the news of the day is stressed. One lecture, one discussion period, and two hours of laboratory work a week throughout the year.

S541-542.—Advanced Biology. Elective for graduate students who are preparing to teach in senior high schools. A comprehensive study of general biology including the structure and functions of

representative types of each plant and animal phylum with particular attention to local forms. The biological principles and problems of each group are stressed. Methods of teaching biology in the high school, collection, preparation and care of materials used. Two class hours and two hours of laboratory work a week throughout the year.

S545-546.—Methods of Teaching Biology. Required of graduate students majoring in biology. This course discusses the place of biology in secondary education, the selection of subject matter, criteria for judging text books, types of courses, and the methods used for presenting them.

NATURE STUDY

S311.—Nature Study. Required of Juniors who have elected the Kindergarten-Primary Curriculum. A study of common trees, wild flowers, and birds for recognition of types. Possibilities for school gardens and plants for the classroom are discussed. Emphasis is placed on the making and care of an aquarium and a terrarium as an important teaching unit in the primary grades. One hour, first semester.

S421 or 422.—Nature Study in the Elementary Grades. Required of Seniors who have elected the Elementary Curriculum. The aim of this course is to learn, through study and performance, nature activities which can be successfully carried out in the elementary grades. Emphasis is placed on the study of living things of the every day environment. Conservation of natural resources, especially wild life, is stressed. Two hours a week, either semester. Attention is given to the use of audio-visual aids. Class management, lesson planning, and methods of testing are included in the course.

CHEMISTRY

S101-102.—General Chemistry. Elective for Freshmen. The fundamental laws of chemistry are studied in detail. Lectures on the preparation, properties, uses, and testing of the common elements are given and many of them are prepared and tested in the laboratory work. Two class hours and two hours of laboratory work a week throughout the year.

S543-544.—Chemistry for Teachers. Required of graduate students who are preparing to teach chemistry in senior high school and required as a minor of graduate students preparing to teach biology in senior high school. An intensive review is given of the principles of inorganic chemistry with particular emphasis on the preparation and properties of the common metals and non-metals. A portion of this course is also devoted to the history of chemistry which is appropriate to the topics studied. Lecture demonstrations, individual laboratory exercises and field trips. Four hours a week for the entire year.

S547-548.—Methods of Teaching Chemistry. Required of graduate students who are preparing to teach chemistry in the senior high school. Representative topics treated are conduct of laboratory, suitable lecture demonstrations, maintenance of equipment, suitable tests, class projects, texts, and laboratory manuals. Directed discussions and individual project work. One hour per week for the entire year.

S531-532.—General Science for Teachers. Elective as a major or minor for graduate students who are preparing to teach in junior high schools. The course of study for general science in the junior high school is used as a basis for this course. The student is given an intensive review of the principles involved in this course and is afforded an opportunity to work with the various science boxes. Lecture demonstrations and individual laboratory exercises are given with the problems of the teacher in mind. Four class hours a week throughout the year.

S533-534.—The Teaching of General Science. Required of graduate students who are preparing to teach general science in the junior high school. Representative topics treated are, classroom procedures, demonstrations, tests, references sources, class projects. The course is based on the course of study for general science used in the Boston Public Schools. Directed discussion and individual project work. One hour per week for the entire year.

PHYSICS

S301-302.—General Physics. Elective for Juniors. The course is designed to introduce the student to the general fields of physics including mechanics, heat, electricity, light and sound. Lecture demonstrations and individual laboratory exercises are given. Four hours a week throughout the year.

S549-550.—Nuclear Physics. Required as a minor of graduate students who are majoring in chemistry. This is an introductory course in atomic physics. It treats of such subjects as the electron, atoms, and the periodic table; x-rays, radio activity, photon collisions, and atomic waves. Time is also devoted to the study of atomic collisions, nuclear disintegration, transmutation of the elements, atomic nucleus, and atomic energy. Four hours a week throughout the year.

BOSTON
MUSEUM
OF
FINE ARTS

Fenway

Emmanuel
College

Simmons
College

Gardner
Museum

Jetlow Street

BOSTON
TEACHERS
COLLEGE

High
School
of
Commerce

Boston
Latin
School

Avenue Louis Pasteur

Worthington Street

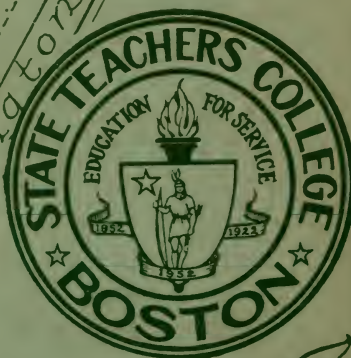
Evans Way

Huntington Avenue

Longwood Avenue

Harvard
Medical
School

MARTIN
LABORATORY
SCHOOL



State Teachers College & Boston

R. BERTOLLI